DOCUMENT RESUME

ED 311 982 JC 890 488

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TITLE The Improvement of Occupational Education in Maryland: A Progress Report, Fiscal Year 1989.
INSTITUTION Maryland State Board for Community Colleges, Annapolis.
SPONS AGENCY Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE Sep 89
NOTE 22p.
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Planning; *Community Colleges; Cooperative Planning; Data Analysis; Data Collection; Educational Quality; *Evaluation Methods; *Followup Studies; Institutional Cooperation; Program Design; Program Development; Program Evaluation; Program Implementation; Quality Control; *Statewide Planning; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS *Maryland

ABSTRACT

An assessment is provided of the progress of Maryland's Joint Coordinating Committee for Occupational Education Programs in developing a systematic procedure for the evaluation of the quality of occupational programs in Maryland. After presenting the 1976 resolution which established the joint committee, a project summary for fiscal year 1989 is provided. The summary explains the procedures used to acheive the following objectives: (1) to gather and report statewide data on credit enrollment, degree recipients, graduate follow-up, leaver follow-up, employer follow-up, discipline cost analysis, continuing education, and programs; (2) to run the State Board for Community Colleges Program Data Monitoring System (PDMS) and review each community college career program by June 15, 1989; and (3) to publish an in-depth evaluation of 50 community college programs and a statewide evaluation of associate degree General Studies programs. The report includes tables identifying the program areas designated for evaluation between 1978 and 1988, and a list of programs designed for qualitative evaluation in 1989. Guides for using the PDMS and for using information to support instructional program evaluation are appended. (JMC)

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THE IMPROVEMENT OF OCCUPATIONAL EDUCATION IN MARYLAND

A Progress Report

Fiscal Year 1989

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MARYLAND STATE BOARD for COMMUNITY COLLEGES

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THE IMPROVEMENT OF OCCUPATIONAL EDUCATION

IN MARYLAND

A Progress Report

Fiscal Year 1989

DIRECTED BY:	Maryland State Board for Community Colleges
FUNDING GRANTED BY:	Division of Vocational-Technical Education Maryland State Department of Education
PROJECT DIRECTOR:	Dr. Jean E. Hunter

September 1989

Maryland State Board for Community Colleges
914 Bay Ridge Road • Annapolis, Maryland 21403
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NOTE: The area code for all colleges is 301.

Resolution

ESTABLISHMENT OF JOINT COORDINATING COMMITTEE
FOR OCCUPATIONAL EDUCATION PROGRAMS
MARYLAND STATE DEPARTMENT OF EDUCATION -
MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

WHEREAS, The Maryland State Board for Community Colleges and the Maryland State Department of Education, in order to improve, expand, and coordinate their individual and joint efforts in the development, achievement, and support of high-quality occupational programs and services in postsecondary education for the citizens of Maryland; and

WHEREAS, A joint commitment of these two agencies to regular and systematic cooperation and coordination will assure the achievement of certain key objectives;

NOW, THEREFORE, BE IT RESOLVED That the State Board for Community Colleges and the Maryland State Department of Education will link efforts to achieve the following objectives:

1. Coordinate staff efforts through active dialogue and information-sharing concerning curriculum, facilities, personnel development, fiscal matters, and appropriate technical assistance in the occupational area;

2. Coordinate appropriate interrelated informational components within information systems;

3. Systematic sharing of relevant communication pertaining to specific occupational projects undertaken by community colleges;

4. Jointly develop, publish, and disseminate informational program materials and brochures highlighting occupational programs in Maryland community colleges;

5. Establish a joint coordinating committee for occupational education to foster interagency planning on annual and long-range master planning.

Approved:
State Department of Education, April 28, 1976
State Board for Community Colleges, May 13, 1976

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PROJECT SUMMARY

FISCAL YEAR 1989

PROJECT TITLE

Management Information System and Program Evaluation, Activity No. 3.4.

PROBLEM

A valid and reliable student data base is essential for planning, decision making, and Vocational Education Data System (VEDS) reporting. A systematic and objective procedure is essential for the evaluation of the quality of occupational programs in Maryland community colleges.

OBJECTIVE NO. 1

To conduct the following statewide projects, including the preparation of computer files and publication of a report for each study:

Credit enrollment
Degree recipients
Graduate follow-up
Leaver (entrant) follow-up
Employer follow-up
Discipline cost analysis
Continuing education data system
Program inventory

PROCEDURES AND RESULTS

Credit Enrollment. Opening Fall enrollment is reported using a system of computer tapes from the colleges. In addition to demographic data about each student, the student's program of study and credit hours carried are reported. All 17 community colleges submitted tapes or diskettes in Fall 1988. Data were published in the State Board for Community Colleges (SBCC) **Databook** and the Program Data Monitoring System.

Certificates and Degrees Awarded. The number of students who complete programs during the fiscal year are reported by college by program. Trends in the mix of occupational and transfer degrees are analyzed. Colleges submit the degree data on computer tapes or diskettes with one record per graduate. Degree trends were analyzed in the **Databook** and in a Technical Memo shared with the colleges.

Graduate Follow-Up. The statewide graduate follow-up study surveys persons about nine months after program completion. The study is a joint project of the community colleges and the SBCC and uses a standard questionnaire mailed in odd-numbered years. In FY 1989, 7,103 graduates from 1988 were surveyed. An adjusted response rate of 53 percent was achieved. Each college has received a printout of its results, the results from graduates of peer colleges, and the statewide results. The new data are added to the Program Data Monitoring System and a summary report of the survey will be sent to the DVTE.

Entrant Follow-Up. Follow-up surveys of all entering students are conducted four years after entry into the community colleges. All first-time students from Fall 1982 were surveyed in Spring 1984 and results have been used in a number of studies examining why students attend community colleges, why they leave before graduation, and how long they take to graduate. During FY 1988, the SBCC and the Maryland Community College Research Group revised the questionnaires and procedures for the survey. All entering 1984 students were surveyed in Summer 1988. The data from this survey were entered, edited, and returned to the colleges in FY 1989. Reports analyzing this survey will be sent to the DVTE.

Employer Follow-Up. Surveys of the employers of community college graduates have been conducted every other year in conjunction with the surveys of graduates. The study surveys all employers of graduates from occupational programs who were employed full-time and working in a field related to their college program and who gave the college permission to contact their employer. During FY 1989, the employer survey was revised and employers of the 1988 graduates were surveyed. A report utilizing the data from this employer survey will be sent to the DVTE in FY 1990.

Discipline Cost Analysis. Costs and full-time equivalent students are reported for each discipline at each college. The data enable an analysis of trends in costs per FTE student in occupational disciplines. Colleges are provided with trend reports for their college, similar size colleges, and statewide. Colleges report the data to the SBCC on a standard format tape in order to facilitate processing and accuracy of the data. These annual DCA data are added to the Program Data Monitoring System and used in the evaluation of occupational programs.

Continuing Education Data System. Enrollments and contact hours are reported to the SBCC for each approved continuing education course. Reports are generated showing the number of registrants and full-time equivalent students. Reports using these data are sent to the colleges and to the DVTE at the end of each year. Summary reports of enrollments in continuing education courses are included in the annual SBCC **Databook**.

The State Board for Community Colleges has implemented a computerized system for colleges to submit enrollment, course, and student demographic data in continuing education. This system provides software that generates a standard format file and produces management and State aid transmittal reports at each college. These data are used in reports to the colleges and have been summarized in an SBCC publication examining trends in continuing education enrollment (**Continuing Education Enrollment Trends**).

Program Inventory. The SBCC Program Inventory was updated in FY 1989 to reflect programs that were added, discontinued, or made inactive. The Program Inventory is the backbone of the SBCC Information System and is critical to the Program Data Monitoring System and to student follow-up studies. A crosswalk is used for the federal Classification of Instructional Programs (CIP). Colleges will continue to report their enrollment, degrees, discipline cost analysis, employee data, and follow-up surveys using the present six-digit State Board for Community Colleges and Maryland Higher Education Commission (MHEC) subject codes. The SBCC and MHEC translate these program codes to CIP codes for any federal report which requires CIP codes.

Common Data Elements. In a statewide system of locally governed community colleges, each institution is free to develop its own data processing system. In order to ensure that data from all institutions are comparable and to promote a more efficient development of data systems, the Association of Data Processing Directors of Maryland Community Colleges has produced the Course Master Data Elements and Student Data Element Dictionary. This Data Element Dictionary is updated as necessary by the data processing directors and maintained by the State Board for Community Colleges.

OBJECTIVES NO. 2 AND NO. 3

To run the SBCC Program Data Monitoring System and review each of the career programs by June 15, 1989. (See Appendix A for a description of the SBCC PDM System.)

To publish an in-depth evaluation of 50 community college programs by April 15, 1989 and a statewide evaluation of associate degree General Studies programs. (See Appendix B for a description of the SBCC Program Evaluation System.)

PROCEDURES AND RESULTS

Program Data Monitoring System. The 1989 printout of the Program Data Monitoring System was sent to college occupational deans and institutional researchers for confirmation of the data. Upon receipt of the corrections, a final printout was made and a copy was sent to the DVTE with one page per program at each college.

Enhancements are made to the PDM System each year. This year data were added about Fall 1988 enrollment, FY 1988 awards, and FY 1988 discipline costs. Also, changes have been made so that the discipline cost data are calculated based on six-digit HEGIS numbers and the number of credit hours generated in a discipline has been added to the PDM display. Data from a new survey of 1988 graduates are being added to the PDM system.

Program Evaluation. The SBCC system for program evaluation is described in the SBCC **Instructional Program Manual**.

Briefly, the SBCC reviews each program at each college every April using the Program Data Monitoring System. The PDM System displays trends in enrollments, awards, employment in field of training, student satisfaction, discipline costs, and job openings. Programs that appear to need a qualitative evaluation are identified and a letter asking specific questions is sent to the college president. The colleges prepare written responses, and the responses are compiled into a Program Evaluation Report reviewed by the SBCC in the Spring semester.

The 195-page 1989 Program Evaluation Report was published in May and sent to the DVTE. After the 11th full cycle of program evaluations, 524 programs have been evaluated. Many programs have been improved through changes in curriculum, staffing, or recruitment. In addition, 104 programs have been discontinued. Table 1 shows the number of programs evaluated by year and by occupational program area.

In June 1989, 40 programs were identified for a qualitative evaluation in the 12th cycle of the Program Evaluation System to be conducted in FY 1990. Table 2 gives the names of the programs identified for a college evaluation.

Table 1

PROGRAM AREAS DESIGNATED FOR EVALUATION
MARYLAND COMMUNITY COLLEGES
1978 - 1988

	Active Programs		Programs Designated for Evaluation													Programs Discontinued 1978-1988	
			1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	Total			
	#	%	#	#	#	#	#	#	#	#	#	#	#	#	%	#	%
TRANSFER	100	23	0	1	16	3	14	8	11	7	6	3	18	87	17	0	0
OCCUPATIONAL																	
Business & Commerce	99	23	10	10	12	15	12	10	13	8	15	5	13	123	23	20	19
Data Processing	35	8	2	5	1	1	0	0	1	17	0	1	4	32	6	3	3
Health Services	73	17	8	6	1	11	7	6	6	9	11	23	2	90	17	19	18
Mechanical & Engineering	61	14	11	14	8	9	9	7	13	5	10	7	8	101	19	24	23
Natural Science	14	3	2	4	3	3	2	2	0	3	2	2	1	24	5	11	11
Public Service	51	12	4	5	7	10	4	15	6	4	6	3	3	67	13	27	26
Directed Technology	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	434	100	37	45	48	52	48	48	50	53	50	44	49	524	100	104	100

Table 2

PROGRAMS DESIGNATED FOR QUALITATIVE EVALUATION
MARYLAND COMMUNITY COLLEGES
1989

COLLEGE Program	HEGIS No.
ALLEGANY	
Office Technology	5005-01
Criminal Justice	5505-01
ANNE ARUNDEL	
Office Technology	5005-01
Electronic Data Processing	5101-01
Manufacturing Technology	5315-01
BALTIMORE	
Teacher Education Transfer	4960-01
Secretarial and Office Sciences	5005-05
Mass Communications	5008-01
Operating Room Technology (Statewide)	5211-01
Early Childhood Education	5503-01
CATONSVILLE	
Office Technology	5005-01
Computer Service Technology	5105-01
Chemical Technology	5305-01
CECIL	
Equine Science (Statewide)	5206-01
Law Enforcement and Corrections Technology	5505-01
CHARLES	
Management Development	5004-01
CHESAPEAKE	
Office Education and Technology	5005-01
Computer Programming	5103-01
DUNDALK	
Business Office Careers	5005-01
Photography	5007-01

ESSEX	
Personnel Management	5004-09
Secretarial Science	5005-01
Electronics Technology	5310-01
FREDERICK	
Engineering Transfer	4940-01
Information Processing	5101-01
GARRETT	
Secretarial Science	5005-01
HAGERSTOWN	
Executive Secretarial	5005-01
Mechanical Engineering Technology	5315-01
Hospitality	5404-01
HARFORD	
Computer Information Systems	5101-01
Electronics Technology	5310-01
HOWARD	
Secretarial Science	5005-01
Data Processing	5101-01
MONTGOMERY	
Office Technology	5005-01
Medical Laboratory Technician (Statewide)	5205-01
Automotive Technology	5306-01
Criminal Justice	5505-01
PRINCE GEORGE'S	
Office Technology	5005-01
Respiratory Therapy (Statewide)	5215-01
WOR-WIC TECH	
Secretarial Science	5005-01

A GUIDE FOR USERS OF THE PROGRAM DATA MONITORING SYSTEM

The State Board for Community Colleges Program Evaluation System was developed in cooperation with the community college presidents and approved by the Board in 1978. The system involves two steps: quantitative evaluation of each program each year by the SBCC, and qualitative evaluation of selected programs each year by the community colleges. The following information is given to assist in the interpretation of data on the Program Data Monitoring (PDM) printout: a display of enrollment, awards, follow-up, discipline cost, and manpower information.

Program Number and College Program Title. These items are taken from the current SBCC Program Inventory. Data are only shown on the PDM printout as related to programs and not according to program options. Data related to program options are included as part of the overall program. For example, a college may have a program in Electronics Technology with an option in Digital Electronics. Data related to the Digital Electronics option are included in the Electronics Technology data.

Enrollment and Awards. Enrollment and awards data are obtained from Enrollment Information System (EIS) data tapes and from the Degree Data System tapes, respectively. The "FT ENR-TO-AWARD RATIO" is derived by taking one-half of the full-time enrollment in a given year and dividing that figure by the number of graduates two years later. For example, a program that had 100 full-time students and 25 graduates two years later would have a ratio of 2:1. All student and discipline cost information on the PDM printout is submitted by the colleges, and changes are not made in the data without consulting the colleges.

Similar Programs. Enrollment and award data from the most recent year are shown for each college having the same program in order to show the scope of the programs at adjacent colleges and statewide.

Student Follow-Up Studies. Student follow-up studies are conducted jointly by the college and the SBCC, with the college responsible for mailing the questionnaires to students. Graduates are typically mailed surveys nine months after graduating. All percentages in the follow-up section are simple percentages of the number of respondents, except the data "Among Full-time Employees" where blanks have been excluded from the denominator to arrive at the percentage. Graduate follow-up data are generally not interpreted when there are less than 10 respondents.

Annual Job Openings to 1990. The data were developed by the Maryland Department of Economic and Employment Development, Office of Labor Market Information. The projections include annual openings due to growth and labor force separations by occupation through 1990. Statewide data are shown for all programs where relevant occupational data are available. In addition, Baltimore area data are shown for the Community College of

Baltimore, Catonsville Community College, Dundalk Community College, and Essex Community College. The Baltimore area data include Baltimore City, plus Anne Arundel, Baltimore, Carroll, Harford, and Howard Counties. Regional data are provided for Charles County Community College (Calvert, Charles, and St. Mary's Counties), Chesapeake College (Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties), and Wor-Wic Tech Community College (Somerset, Wicomico, and Worcester Counties). For all other colleges, county data are provided.

Discipline Credit Hour Cost. Data are shown as reported in the SBCC Discipline Cost Analysis for the fiscal years shown. Basically, the discipline cost analysis accounts for all expenditures at the colleges (including federal) and attributes them to direct costs, additional direct costs, and indirect costs. Direct costs are a function of faculty compensation and class size. Additional direct costs include supplies and materials related to the teaching of that discipline, such as laboratory supplies. Indirect costs include general administration costs, including the library, student services, and utilities. Indirect costs are applied to all courses in proportion to the number of full-time equivalent students in the course. Cost data are shown for each discipline at a college and compared to the cost of that discipline statewide; costs also are shown for all disciplines at a college and compared to the cost of all disciplines statewide. The number of student credit hours generated in each discipline, both at the college and statewide, also are shown.

Procedure for Program Evaluation. Every April the updated PDM printout is distributed to academic deans, occupational deans, and institutional research directors to verify the data. The SBCC staff then identifies several programs at each college appearing to be in some difficulty and in need of a qualitative evaluation. In general, selection is based upon enrollment, awards, and job placement, in that order. Discipline cost information is used in the context of the overall discipline cost at the college and the average cost of the discipline at other colleges.

The selection of programs for a qualitative evaluation is assisted by "indicators" shown in the lower right corner of the PDM printout. The indicators represent criteria checks on certain data, such as "Enrollment decreased at least 20 percent and by 10 students last year." The indicators were set with the help of community college academic deans, occupational deans, and institutional research directors. The indicators are used by the SBCC staff to assist in selecting programs for a qualitative evaluation but are not the sole criteria for requesting a qualitative evaluation by the college.

The SBCC staff constructs questions to be addressed in the qualitative evaluation. Upon approval by the SBCC in June, the questions are sent to each college president. Colleges conduct the qualitative evaluations, respond to the questions raised, and submit a report to the SBCC. The SBCC publishes a report of all questions and responses. The report is distributed to the community colleges; the Maryland Higher Education Commission; the State Department of Education, Division of Vocational-Technical Education; and the Maryland State Council for Vocational-Technical Education.

COLLEGE

PROGRAM NUMBER: 5310 01
HEGIS PROGRAM CATEGORY: ELECTRONICS & MACHINE TECH

CERTIFICATE: ELECTRONICS TECHNOLOGYF/83 — FALL 1983 — ACTIVE — 16010800
ASSOCIATE: ELECTRONICS TECHNOLOGYF/83 — FALL 1983 — ACTIVE — 16010800

FALL ENROLLMENT:	1982	1983	1984	1985	1986	1987
CERTIFICATE LEVEL						
FULL-TIME	-	33	1	2	7	5
PART-TIME	-	83	3	25	19	39
ASSOCIATE LEVEL						
FULL-TIME	-	-	54	55	62	52
PART-TIME	-	-	128	134	133	109
TOTAL HEAD-COUNT	-	116	186	216	221	205
AWARDS:						
CERTIFICATES	-	-	-	4	4	3
ASSOCIATE DEGREES	-	-	-	12	16	12
TOTAL ALL AWARDS	-	-	-	16	20	15
PERCENT FULL-TIME	-	28%	30%	26%	31%	28%
FT ENR-TO-AWARD RATIO			-	1:1	1:1	2:1
STATEWIDE FULL-TIME ENROLLMENT TO AWARD RATIO (RATIO = 1/2 FT ENROLLMENT DIVIDED BY AWARDS 2 YEARS LATER)						1:1

STUDENT FOLLOW-UP STUDIES:

	1985 GRADUATES		1986 GRADUATES	
	COLLEGE	STATE	COLLEGE	STATE
NUMBER OF RESPONDENTS	-	110	14	108
RESPONSE RATE	-		70%	
FULL-TIME JOB, DIRECTLY RELATED	-	45%	50%	39%
FULL-TIME JOB, SOMEWHAT RELATED	-	27%	21%	27%
FULL-TIME JOB, NOT RELATED	-	5%	7%	8%
PART-TIME JOB	-	10%	-	7%
TRANSFERRED, NOT EMPLOYED	-	2%	7%	11%
SEEKING WORK, NOT EMPLOYED	-	5%	14%	6%
MILITARY, HOME RESPON, OTHER	-	6%	-	1%
TOTAL	-	100%	100%	100%
TRANSFERRED, REGARDLESS OF EMPL	-	29%	21%	31%
ACHIEVED PERSONAL GOAL	-	81%	100%	95%
SATISFIED WITH INSTR IN PROGRAM	-	95%	100%	96%
AMONG FULL-TIME EMPLOYEES				
MEDIAN ANNUAL SALARY	-	$18,600	$17,264	$21,650
NO. REPORTING SALARY DATA	-	70	11	70
BEGAN NEW JOB AFTER COLLEGE	-	63%	82%	41%
SATISFIED WITH EMPLMNT PREP	-	88%	91%	72%

MARYLAND ANNUAL JOB OPENINGS TO 1990:

	BALT AREA	STATEWIDE
ELECTRICAL & ELECTRONIC TECHNICIANS	136	352

JOB OPENINGS ARE FOR WAGE AND SALARIED EMPLOYEES ONLY. OPENINGS MAY BE AVAILABLE IN OTHER OCCUPATIONS. SEE MANPOWER PROJECTIONS. SOME STUDENTS ARE ALREADY EMPLOYED WHILE ATTENDING THE COMMUNITY COLLEGE; THEREFORE OPENINGS MAY NOT BE NEEDED FOR ALL GRADUATES.

SIMILAR PROGRAMS IN MARYLAND COMMUNITY COLLEGES:

COLLEGE	ENROLLMENT FALL, 1987 FT	PT	TOTAL	AWARDS 86-87 CERT	AA	SCH YR TOTAL
ANNE ARUNDEL	38	253	291	17	26	43
BALTIMORE	13	64	77	2	4	6
CATONSVILLE	54	291	345	39	32	71
CECIL	4	45	49	1	1	2
CHARLES	8	108	116	1	-	1
CHESAPEAKE	11	16	27	3	3	6
ESSEX	57	148	205	3	12	15
FREDERICK	13	55	68	4	9	13
HARFORD	22	85	107	4	5	9
HOWARD	5	71	76	13	6	19
MONTGOMERY	47	121	168	-	23	23
PRINCE GEORGE'S	85	253	338	17	24	41
TOTAL ALL COLLEGES	357	1516	1867	104	145	249

DISCIPLINE CREDIT HOUR DATA: ELECTRONICS & MACHINE TECH

	FY84	FY85	FY86	FY87	84-87 CHG
HIGHER ED PRICE INDEX	253	270	282	294	+16%
STATEWIDE COST:					
ALL DISCIPLINES	$101	$109	$117	$127	+26%
THIS DISCIPLINE	$113	$123	$140	$152	+35%
COLLEGE COST:					
ALL DISCIPLINES	$113	$114	$111	$120	+6%
THIS DISCIPLINE	$100	$98	$96	$100	%
STUDENT CREDIT HOURS					
STATEWIDE	17,018	17,560	17,244	16,693	-2%
COLLEGE	1,220	1,820	1,364	1,306	+7%

THESE COSTS ARE DISCIPLINE COSTS, NOT PROGRAM COSTS. A SINGLE DISCIPLINE MAY SUPPORT SEVERAL PROGRAMS.

PROGRAM MEETS PDM QUANTITATIVE CRITERIA

SOURCES: HEGIS REPTS, FOLLOW-UP STUDIES, DEED, MANPOWER DATA & DISCIPLINE COST ANALYSIS. DATA ARE SUBJECT TO CONFIRMATION BY COLLEGE.

USING INFORMATION TO SUPPORT INSTRUCTIONAL PROGRAM EVALUATION

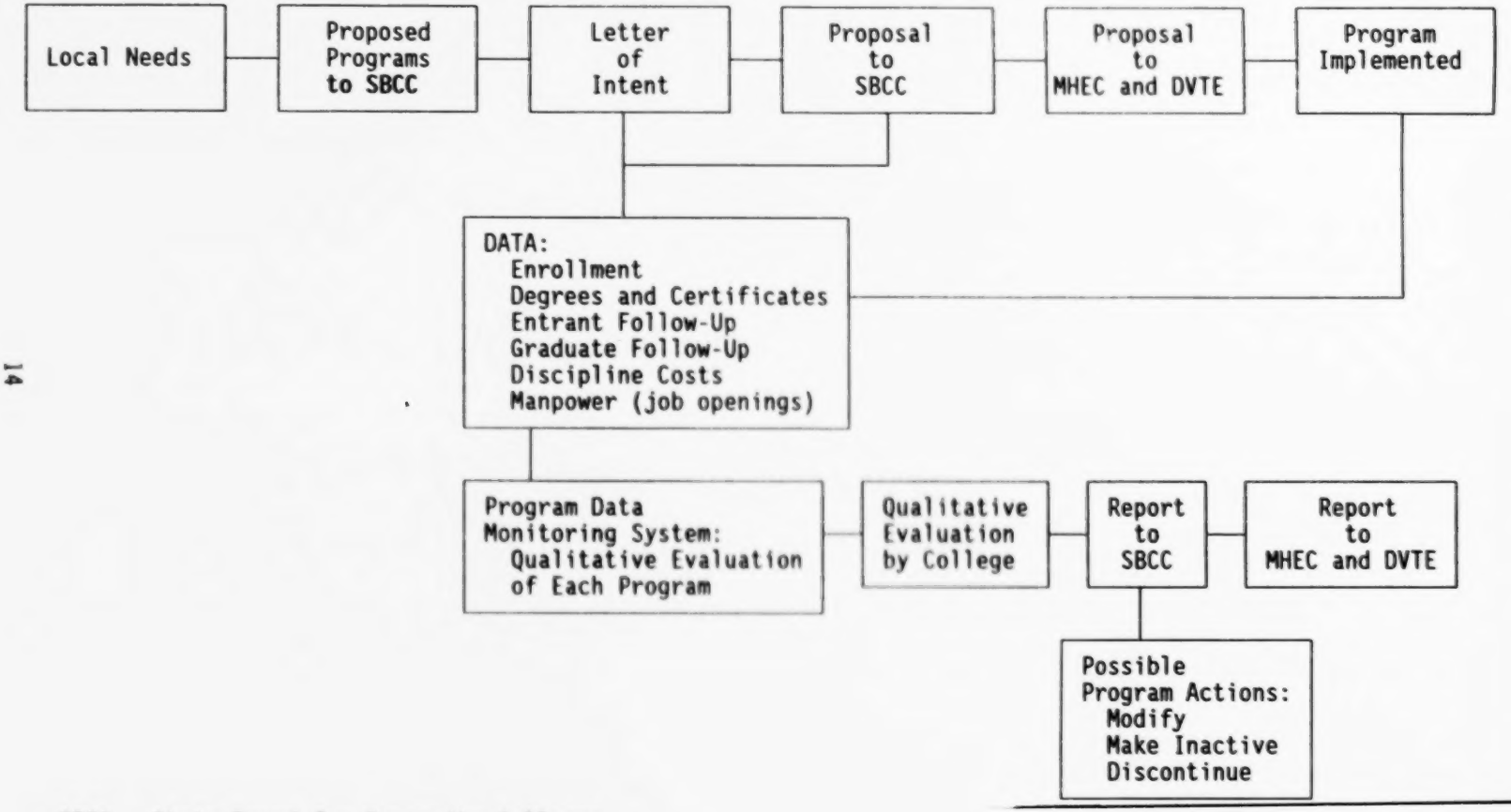
Program evaluation in Maryland community colleges is part of an integrated system for program implementation and evaluation, with both pieces woven together by an extensive data base. The process for implementing and evaluating instructional programs in Maryland community colleges is diagrammed on the following page. New programs begin with local needs. Faculty members and administrators see educational needs among students and employers and respond with program ideas. By December, the college submits the titles for its proposed programs to the State Board for Community Colleges (SBCC). In June, the colleges submit Letters of Intent that describe the goals and nature of the proposed programs. The SBCC acts on the Letters of Intent at its July meeting, raising questions as necessary and making suggestions for program development. Often the questions arise from the Program Data Monitoring System. For example, a college could propose a new program in Recreation Technology; statewide data about employment of graduates of existing Recreation programs may indicate that graduates of the new program would have great difficulty getting jobs.

In November, the colleges submit full program proposals. The proposals are analyzed by the SBCC staff with an eye toward employment possibilities, student interest, and cost. Again, the Program Data Monitoring System is used to establish benchmarks for reasonable projections in the proposals. The SBCC acts on the program proposals at the December meeting. Following SBCC action, the programs are sent to the Maryland Higher Education Commission (MHEC) for approval. The Division of Vocational-Technical Education (DVTE) of the Maryland State Department of Education also reviews the proposals for federal funding. Approved programs generally are implemented the following September, about 15 months after the Letter of Intent was submitted.

Program evaluation is a two-step process in Maryland community colleges. The first step is a quantitative evaluation. Each April the SBCC staff evaluates each program at each college using the Program Data Monitoring System. The PDM System produces one computer page for each program and displays trends in enrollment, degrees, and discipline costs. Employment and transfer information from entrant and graduate follow-up also is shown. In May, the printout is sent to the colleges for verification.

In June, the SBCC requests colleges to conduct a qualitative evaluation, the second step in the process. Typically, the local qualitative evaluation is done with a committee of faculty, academic administrators, and institutional research staff. The committee draws on their experiences, conducts a deeper analysis of existing data, and seeks more information from students or employers. The qualitative evaluations are reviewed and compiled by the SBCC and distributed to the MHEC and the DVTE.

INSTRUCTIONAL PROGRAM IMPLEMENTATION AND EVALUATION PROCEDURE
MARYLAND COMMUNITY COLLEGES



SBCC - State Board for Community Colleges
MHEC - Maryland Higher Education Commission
DVTE - Division of Vocational-Technical Education,
State Department of Education

ERIC Clearinghouse for Junior Colleges DEC 0 1 1989